

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Elizabeth Goerig

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Maplewood Middle School

(As it should appear in the official records)

School Mailing Address 4174 Greenville Road

(If address is P.O. Box, also include street address.)

City Cortland State OH Zip Code+4 (9 digits total) 44410-9750

County Trumbull County State School Code Number\* 022657

Telephone 330-924-2431 Fax 330-924-5151

Web site/URL http://www.maplewood.k12.oh.us/ E-mail Beth.Goerig@neomin.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*Mr. Perry Nicholas E-mail: perry.nicholas@neomin.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maplewood Local School District Tel. 330-637-7506

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. David Drawl  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☐ Small city or town in a rural area
  - ☒ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	25	28	53
6	27	31	58
7	25	19	44
8	34	29	63
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	111	107	218

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 98 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1	238
(5) Total transferred students in row (3) divided by total students in row (4)	0.109
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 49 %  
 Total number students who qualify: 107

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 49 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %  
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Maplewood Local School District is dedicated to guiding and directing the growth of every child toward the goal of becoming a productive and responsible citizen in our democratic society.

## **PART III – SUMMARY**

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Maplewood Middle School is a fifth through eighth grade building located in northern Trumbull County, Ohio. We are one of three buildings comprising Maplewood Local School District. Our district includes three townships, Greene, Mecca and Johnston. In 1959 the townships consolidated to form Maplewood Local School District. We are a rural, predominantly white school district. Forty nine percent of our students qualify for the Free and Reduced Program. The students are a diverse group of learners. In addition to regular education students, Maplewood Middle School serves students that incorporate a variety of learning challenges.

Community is very important to Maplewood Middle School. Without this involvement, we would not be successful in improving student achievement. There is an enormous sense of pride in this small community. Groups such as the Parent Teacher Organization, Veterans of Foreign Wars Auxiliary, Johnston Women's Group, Johnston United Methodist Church and various religious affiliates have always gone above and beyond to help students and families. Events such as Shop with a Cop, The Angel Tree and the Adopt-A-Foot program are just a few of the many charitable ways that the residents rally to help one another. Johnston Federated Church offers students an after school program geared towards tutoring and homework assistance.

Several of the area churches work with our office to insure that no child at Maplewood Middle School knowingly goes without a present at Christmas. Through generous donations, of specific requests, gifts are distributed to many of our neediest families. The entire families are included in the gift giving. Families are selected by staff members and kept strictly confidential. Our staff also contributes by 'adopting' their own family.

Maplewood Middle School has a very active student council. The focus of these elected representatives is to plan and execute community service projects. These undertakings are always focused on making our community and school a better place by teaching children the value of giving back. Projects have included food drives, hat and glove collections, a collection for a local nursing home and animal shelter collections. Many area agencies benefit from their work.

We have sponsored a mini Relay for Life event, a Mathathon for St. Jude's and Coins for Kids to benefit Akron Children's Hospital. Our students have raised funds to purchased landscaping materials, chairs for the gymnasium and computer supplies.

The staff at Maplewood Middle School sets high expectations for all learners. The key qualities that bring these expectations to fruition are the dedication and passion that the teachers bring to the classroom. The students are motivated to learn and are provided with differentiated instruction allowing them to strive to reach their maximum potential. The efforts and achievements of the students are celebrated through an academic awards assembly and a special luncheon each nine week grade period.

Maplewood Middle School has received numerous accolades. We have earned the State Superintendent's School of Promise for the 2010-11, 2011-12, 2012-13, 2013-14 school years as well as a High Performing School of Honor for the 2011-12, 2012-13, 2013-14 school years. Additionally we were selected as the 2011 National Title I Distinguished School for closing the achievement gap between student groups.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

English Language Arts: Maplewood's E.L.A. program abides by the Common Core State Standards and promotes the love of literacy and academic success. The program's main focus is on the analysis of literature and informational text. Close reading strategies are used with complex texts to allow the students to examine the texts for better comprehension. This strategy also focuses on literary devices and figurative language used in the text. Students develop a reasoning for word choice and vocabulary. Text dependent questions which require evidence based answers are utilized to assess the students' deeper understanding of the text. Analysis of informational text provides the students with skills that will lead college and career readiness. Students become actively engaged in reading with the abundance of resources and rich text used to develop an appreciation for literature. Fifth and sixth grade students utilize Simple Solutions to review grammatical material. The E.L. A. curriculum also incorporates research and writing skills which increase and improve through the middle grades.

Math: The Math curriculum abides by the Common Core State Standards and is guided through direct instruction where students are instructed on completing a problem and then complete a similar problem as a whole class with student involvement. Students then complete problems independently and begin application. Blocked math periods enable the students to receive instruction and apply math skills while a math instructor is available for assistance. Fifth and sixth grade students use a spiraled program as well as Simple Solutions, a learning tool that builds and maintains student aptitude. Additionally, many outside resources are used to focus on problem solving skills. Constant remedial assistance and collaboration are provided to ensure the progression of each student. Seventh and eighth grade math students use a mathematics series called OnCore in preparation for state assessments. Another program that struggling math students have participated in is Rocket Math Camp. This after school program was conducted twice a week to assist students in assessment preparation.

Science: Science is taught in various ways using inquiry base education, technology, literature books, and textbooks. The content is aligned with Ohio's New Learning Standards, previously the Academic Content Standards, however, many teachers utilize outside resources to foster learning. Through these resources students show advancement in critical thinking.. Fifth and Sixth grade students use Simple Solutions to review concepts learned through classroom instruction. Participation in Lab research is an extensive part of the science curriculum. Seventh and eighth graders also conduct scientific labs and participate in the school Science Fair.

Social Studies: The social studies curriculum aligns to Ohio's New Learning Standards, previously the Academic Content Standards. The program begins in fifth and sixth grade with an extensive study of Geography as well as a study of North and South America, Europe and China. Students have the opportunity to participate in several cultural activities focusing on exploring cultural characteristics of the various ethnic groups. The seventh grade curriculum includes the study of both Western and Eastern Civilization along with Ancient Greece. The eighth grade studies U.S. Exploration and ends after Reconstruction. The eighth grade social studies and Language Arts teachers collaborate to present and in depth study of the Civil War. Students not only learn factual information regarding the war but also are introduced to Civil War literature. An analysis of the Gettysburg Address is included in the curriculum. Grades five through eight have utilized Time magazine and Scholastic News as supplemental materials for instruction. This curriculum also includes a study on current events and Financial Literacy for eighth grade students.

### **2. Other Curriculum Areas:**

Technology integrations and infrastructure improvements have been a focus of the administration and teachers. Through two grants from Fairmont Minerals, we have added a computer lab of 30 computers. Additionally we have installed a wireless internet system. We are currently working on funding for wireless labs and a classroom set of computers.



As we have increased our knowledge of technology integration, we have equipped all of our classrooms with SmartBoards. The SmartBoards have been enhanced with student response systems from Turning Technologies. Our current professional development is focused on Google Docs.

Visual Arts was added to the curriculum five years ago. We were able to restructure our existing teaching personnel and integrate Art into the schedule in grades five through eight.

Our music program at Maplewood Middle School is a very important part of the curriculum. Through music, the students are learning geography, history, culture, language, and math. This cross-curricular approach gives students a very well rounded education. The students not only learn how to read and perform music, they explore their world, past and present.

Public performances are a very important part of Maplewood's music experience. Students prepare and perform for friends and family each year. These performances require student participation on many levels. Students learn how to read music, sing, and perform on a variety of musical instruments including recorders, rhythm instruments, and Orff instruments. They perform in large and small group settings. The students and faculty also help prepare for concerts by facilitating costume design and construction. This hands on approach gives each student a great sense of ownership and accomplishment. Attendance at each evening performance is exemplary with standing room only crowds. This type of enrichment creates a positive attitude and atmosphere for students, faculty, and community.

The health and physical education programs at Maplewood Middle School are inclusive and designed to address the needs of every student. Pupils are assigned developmentally appropriate projects encouraging them to apply principles of wellness to their daily lives.

Physical education classes provide opportunities for students to gain physical strength, flexibility, and endurance through conditioning and application of skills.

Foreign Language is not an option at our middle school due to budgetary constraints. Students are afforded the opportunity to take French and Spanish at the high school.

### **3. Instructional Methods and Interventions:**

Maplewood Middle School currently uses a variety of instructional approaches which includes implementing Common Core State Standards as well as Ohio's New Learning Standards in science and social studies. Lesson plans and activities are developed using a research-based approach to engage students in active learning. Expectations of academic success are superior throughout the school district.

The school offers a Title I program which services grades five through eight. This provides the opportunity for students who struggle in E.L.A. and math to receive one on one and small group assistance to ensure academic success. Along with the Title I instructor, Title I tutors work diligently with at risk students to close achievement gaps between high and low performing students.

Maplewood Middle offers a blocked math curriculum which allows time for instruction and application. Students are encouraged to complete a portion of homework with the instructor present to assist if questions occur. In order to meet the needs of high achievers in mathematics, Maplewood Middle School offers Algebra I to eighth graders. The Algebra I class is a problem based learning experience in which the students receive high school math credit.

English Language Arts, also a blocked curriculum, focuses on the analysis of literature as well as informational text. In E.L.A. eighth graders participate in a Career Exploration unit which utilizes the Ohio Means Jobs K-12 website. Previously, students used the Ohio Career and Information System. This site provides interest inventories, career and college information, as well as financial information. A representative from the Trumbull Career and Technical Center visits students to advise them about career pathways. As a part of the Career Exploration unit, eighth grade students receive Financial Literacy instruction in social studies.

The science department has recently acquired a Three Dimensional printer where students are able to make three dimensional solid objects from a digital file. This will increase our ever growing technology based support which already includes multiple computer labs and a Turning Point system.

Maplewood Middle School utilizes a full inclusion model in grades five through eight for special education students. Students are homogeneously grouped with classrooms. Differentiated instruction is imperative within this model. The general and special education teachers collaborate to accommodate instruction and assessments to meet the needs of the students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The Ohio Achievement Assessments are used to evaluate students in grades 3-8 in the content areas of Reading, Mathematics, and Science. We have transition to PARCC and AIR testing for the 2014-2015 School year. The fifth through eighth grade students of Maplewood Middle School were previously assessed in reading, mathematics and science. As part of the transition to Common Core State Standards, we now assess in Reading, Mathematics, Science and Social Studies. The OAA test results group students into five categories; limited, basic, proficient, accelerated and advanced. Any student whose score falls into the proficient range or higher is considered to have met the basic standard for the appropriate grade level of the Ohio Academic Content Standards. To meet the state of Ohio Indicator at least 75% of students tested must score proficient or higher on that test.

The achievement data from the past five years shows that the students of Maplewood Middle School have consistently scored well above the 75% proficient or higher benchmark set by the State of Ohio. Over the past five school years, the achievement scores have reached an unprecedented level.

The Performance Index is another part of the accountability system in the state of Ohio. The Performance Index is a weighted score that takes into account each student's level of performance on all subjects and grades tested. Performance Index scores range from 80 to 120 points. The Performance Index score for Maplewood Middle School has risen from 103.7 in 2009-2010 to 108.2 in 2013-2014. This score was one of the highest marks in the state of Ohio for a middle school.

Further analysis of the achievement data reveals an upward trend in the percentage of students scoring at the accelerated and advanced levels. This trend is also true of our Economically Disadvantaged students as well.

Although Maplewood Middle School does not have the required number of students to form a sub group of Students with Disabilities, the progress in closing the achievement gap is clearly evident.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

A highly effective tool for communicating student performance has been the recent addition of the Parent Assist Module. This online application allows parents to access a student's grades from home in order to increase communication with teachers and to enhance student accountability.

Maplewood School District creates a twelve month school calendar that is mailed throughout the school district on an annual basis. This publication showcases important events in the coming year such as music concerts, parent nights, and student carnivals.

A monthly newsletter is sent home to all Maplewood Middle School pupils that focus on student achievement and important events inside the school.

An administrative report is provided to the Maplewood Board of Education on a monthly basis. Sections of this report include student achievement, professional development for teachers, as well as upcoming student events.

Maplewood Middle School has shared its success through a variety of venues including an annual community coffee, honors banquet, luncheons, Grandparents Breakfast and board meetings. These gatherings have served as an essential communication device with the community.

## **Part VI School Support**

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### **1. School Climate/Culture**

Maplewood Middle School's staff believes that a positive school climate and respecting the culture of our students is conducive to learning. It encourages children to foster meaningful relationships with adults and their peers, and our students know that our school is a safe and accepting environment for them to be nurtured and learn to grow into productive citizens. We also understand our students may not always have the opportunities for these positive experiences before and after our school bell rings. Small class sizes, mutual respect between teachers and students, high expectations, incorporating students' diversity into the core curriculum, and teaching leadership are only some of the ways that Maplewood Middle School has taken a holistic approach to developing an encouraging atmosphere.

Maplewood Middle School uses a variety of approaches to ensuring that the students are not only prepared academically, but also socially and emotionally. The school counselor provides classroom lessons on subjects such as organizational skills, bullying, positive peer relationships, career opportunities, and personal interests throughout the school year. She also runs groups on an as needed basis that has included, but is not limited to: study skills, girls' self-esteem, and friendship. Additionally, teachers go above and beyond to provide materials such as food, clothing, and Christmas gifts to our students who may otherwise go without these supplies. We know that children not only require basic necessities, but also items to make them feel excited and happy to be received. Furthermore, we pride ourselves in understanding the culture of our rural community. We incorporate bulletin boards with hunting pictures and memorabilia and institute a camouflage day for students to express their interests through clothing. Essentially, the community's interests become our interests, and we want them to understand that what they enjoy is important.

The instructional part of our students' school day is inclusive and differentiated. We know that student learn differently and at different paces, and our teachers do an exceptional job of creating various ways to for students to learn the same material. Regular education teachers, intervention specialists, educational aides, and educational coaches are amongst a team that never turns away a child in need of help. For example, intervention specialists are not limited to helping exclusively children in special education. Instead, we want students to know that everyone can benefit from extra support. Subsequently, we believe our students are more tolerant and accepting of peers who may need constant guidance and assistance. Our students and staff are the two key components to the success and positive culture of Maplewood Middle School. We know that we educate innately kind children who are going to be the bright part of our future. We couldn't have the positive school climate that currently exists without the passion, drive, and cooperation of our students and staff. We couldn't be more proud of who we are as a school community.

### **2. Engaging Families and Community**

Through a variety of activities and programs our community and family members have opportunities to be a part of the educational experience at Maplewood Middle School. Beginning with our student orientation programs, families have the opportunity to engage with the staff and faculty. Beyond the traditional Parent Teacher Conferences, we offer a multitude of events and activities for the community, students and families to engage in. The local volunteer fire department also hosts events at our building for the community and surrounding area.

Our Grandparents Breakfast had so many participants that we had to separate our grades and hold them on different days. The Veterans Day Assemble brings in parents, grandparents, aunts and uncles to our school. Our band, student council and guest speakers always provide a solemn program for our community. Additionally there are events such as the science fair and book fair that are open to our community.

We offer our students and families informational opportunities such as our 8th grade transition and College Credit Plus programs. Our celebration of success is also part of the activities that reward and engage

students. Recognition of academic success is done through quarterly luncheons for the students as well as a yearend breakfast with their parents.

The teachers and staff began our “Year End Celebration”, which has become an annual event. We have a cook out catered by our cafeteria staff. Homemade goodies and grilled hotdogs are supplied to complete a traditional picnic. The activities include a dunking tank, manned by teacher volunteers, staff- student volleyball game, softball and basketball. The students and staff enjoy the opportunity to interact in an informal setting.

### **3. Professional Development**

Professional development at Maplewood Middle School is held on an individual, school and district level and combined with similar districts at the county level. Staff participates in activities including a Marzano book study, technology topics, Study Island, curriculum mapping, alternate assessment, Value Added, etc. . Curriculum Mapping provided an opportunity for colleagues to interact and discuss the academic standards that are taught at each grade level. By gaining an understanding of topics covered in adjoining grades, teachers can expect students to advance learning with greater complexity as they progress through school.

The staff also takes advantage of allotted professional days to attend workshops and conferences, increasing their knowledge, skills, and range of teaching techniques to meet individual student needs. The knowledge that teachers gain during a professional day helps to sustain a challenging curriculum and a nurturing environment where every student will experience success and develop a sense of self-worth.

A building level professional development library was also started. A subscription to Education Week was begun as well as membership in Phi Delta Kappan. Books have been purchased with authors ranging from Marzano, Lehman, Roberts, Calkins, Ehrenworth, Yanoski, and Cook. Our current focus in materials is on successfully implementing the CCSS.

100% of the staff at Maplewood Middle School is identified at Highly Qualified.

### **4. School Leadership**

The principal has been at MMS for six years. During that time teachers have been given instruction in the utilization and acquisition of data as related to OAA’s and PARCC. Through the Ohio Improvement Process, building level teams, departmental meetings and staff meetings, teachers are provided a clear focused understanding of their specific content standards.

Through the guidance of the principal and Building Leadership Team, an overhaul of the master schedule occurred. English Language Arts and Mathematics were blocked into 90 minutes per day sessions. Additionally, Visual and Performing Arts were added to the curriculum. All of the changes made in the past six years have been done through collaboration of the vested stakeholders and staff of Maplewood Middle School.

The changes in scheduling, as well as other curriculum enhancements, have all been supported by the superintendent. The three building principals and the superintendent meet monthly to focus on curriculum and how to improve student performance while at the same time support the district staff.

Teachers are professionals that are capable of identifying and solving the problems and issues that they faced with. Professional development is encouraged. A culture of collaboration between teachers, students, staff and parents is fostered at MMS.

Teachers, staff and students are treated with respect and held to high standards. The principal views her role as one of a facilitator and ensures that standards, new mandates and programs are implemented in a fair and consistent manner. High expectations are maintained for all students and staff members.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	98	99	99	90
accelerated and advanced	81	80	78	78	64
Number of students tested	58	50	71	71	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	97	100	100	83
accelerated and advanced	76	74	83	68	67
Number of students tested	25	35	30	34	30
<b>2. Students receiving Special Education</b>					
Proficient and above	0	0	0	0	75
accelerated and advanced	0	0	0	0	33
Number of students tested	0	0	0	0	12
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	98	99	98	90
accelerated and advanced	81	81	77	77	63
Number of students tested	57	48	70	67	70
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	99	97	100	97
accelerated and advanced	89	89	88	86	88
Number of students tested	44	72	69	70	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	96	100	100	93
accelerated and advanced	83	85	93	84	71
Number of students tested	29	27	28	25	28
<b>2. Students receiving Special Education</b>					
Proficient and above	0	0	0	100	0
accelerated and advanced	0	0	0	73	0
Number of students tested	0	0	0	11	0
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	99	97	100	97
accelerated and advanced	91	89	91	85	88
Number of students tested	43	71	65	67	68
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	96	93	94	92
accelerated and advanced	83	68	54	51	41
Number of students tested	71	68	76	66	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	97	86	93	80
accelerated and advanced	84	55	35	50	35
Number of students tested	31	31	37	28	20
<b>2. Students receiving Special Education</b>					
Proficient and above	0	82	82	0	0
accelerated and advanced	0	36	27	0	0
Number of students tested	0	11	11	0	0
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	95	93	94	92
accelerated and advanced	82	70	54	51	42
Number of students tested	68	66	74	65	65
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	98	98	100	97	88
accelerated and advanced	82	74	75	47	40
Number of students tested	61	71	65	64	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	92	100	100	95	86
accelerated and advanced	72	73	70	43	29
Number of students tested	25	33	27	21	28
<b>2. Students receiving Special Education</b>					
Proficient and above	92	100	0	0	71
accelerated and advanced	58	50	0	0	7
Number of students tested	12	12	0	0	14
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	98	99	100	97	88
accelerated and advanced	82	75	75	48	40
Number of students tested	61	68	64	62	73
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	95	86	97	92	80
accelerated and advanced	36	16	54	24	20
Number of students tested	58	50	71	71	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	88	80	100	88	67
accelerated and advanced	24	9	57	18	17
Number of students tested	25	35	30	34	30
<b>2. Students receiving Special Education</b>					
Proficient and above	0	0	0	0	33
accelerated and advanced	0	0	0	0	8
Number of students tested	0	0	0	0	12
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	87	97	91	79
accelerated and advanced	37	16	53	25	20
Number of students tested	57	48	70	67	70
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	96	96	99	93
accelerated and advanced	66	54	67	67	59
Number of students tested	44	72	69	70	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	96	93	100	82
accelerated and advanced	55	48	64	56	39
Number of students tested	29	27	28	25	28
<b>2. Students receiving Special Education</b>					
Proficient and above	0	0	0	91	0
accelerated and advanced	0	0	0	55	0
Number of students tested	0	0	0	11	0
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	96	95	98	93
accelerated and advanced	67	53	66	67	59
Number of students tested	43	71	65	67	68
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	96	91	95	97	96
accelerated and advanced	66	66	49	65	62
Number of students tested	71	68	76	66	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	97	84	92	96	90
accelerated and advanced	61	48	38	57	60
Number of students tested	31	31	37	28	20
<b>2. Students receiving Special Education</b>					
Proficient and above	0	81	91	0	0
accelerated and advanced	0	27	27	0	0
Number of students tested	0	11	11	0	0
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	91	95	97	97
accelerated and advanced	65	67	49	65	63
Number of students tested	68	66	74	65	65
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	95	96	97	95	95
accelerated and advanced	79	73	75	69	69
Number of students tested	61	71	65	64	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	88	97	93	86	89
accelerated and advanced	56	64	67	62	61
Number of students tested	25	33	27	21	28
<b>2. Students receiving Special Education</b>					
Proficient and above	83	92	0	0	86
accelerated and advanced	67	58	0	0	43
Number of students tested	12	12	0	0	14
<b>3. English Language Learner Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	96	97	95	95
accelerated and advanced	79	75	75	71	68
Number of students tested	61	68	64	62	73
<b>10. Two or More Races identified Students</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
accelerated and advanced					
Number of students tested					

**NOTES:** Only one year had more than 10 students in the Students w/ Disabilities category.